Library Scope and Sequence (Big6 Frame Work)

LIBRARY AWARENESS (Aug/Sept)

Grade 1

Ohio Library Guidelines

* Locate the school library media center and recognize library staff members by name. (IL:A:1)
  + Library Expectations: I took my frog to the library / by Eric Kimmel (E Kim)

A young girl brings her pets to the library--with predictably disastrous results.

* Activity Sheet: <http://www.liveoakmedia.com/client/guides/27165.pdf> (*see* Orientation tab*)*
* Book: Manners in the library / by Carrie Finn (J395.5 Fin)

Teaches children the importance of proper etiquette in a **library**.

* Discuss the roles of the library media center staff members and compare them to classroom teachers. (The librarian helps me find books and info.) (IL:A:2)
  + Books about teachers and librarians (J000s and J300s)
  + Compare the library to the classroom / librarian to teacher

* Understand that the library media center has materials that everyone may use. (IL:A:3)

* Know that the public library has books and materials that students may use and borrow. (IL:A:5)
  + CyberSmart activity: [The Library](http://cybersmartcurriculum.org/researchinfo/lessons/k-1/the_library/)
  + <http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/The_Library.pdf>

* Discuss proper care of library books and materials. (IL:B:5)
  + Activity: *Be a Book Buddy*
  + Book: Mr. Wiggle's Book / Paula Craig (McGraw-Hill, 2004)
  + Book: Manners with a Library Book / by Amanda Doering Tourville (J395.5 Tou)

An introduction to **manners** that focuses on the proper way to handle a book from the **library**.

* Caring for Books and the Big6 (Big6 Goes Primary, p. 160)

* Browse areas of the library media center with assistance from library media staff (e.g., easy books, story area, listening centers, computer lab). (IL:B:1)

* Look at easy books and select books to checkout. (IL:B:2)

* Know how to checkout books. (IL:B:3)

* Know when to return books and where to put them. (IL:B:4)

* Listen to stories, look at books and read for pleasure. (IL:D:1)

* Participate in literary-enrichment activities (e.g., story times, puppet theatre, draw and tell stories. (IL:D:3)

Grade 2

Ohio Library Guidelines

* Visit the library media center when needed for classroom projects or personal reading. (IL:A:1)

* Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day). (IL:A:3)
  + You Read to Me, I'll Read to You
  + A mountain of mittens / by Lynn Plourde (E Plo)

* Understand the roles of various library media center staff members (What does the librarian do?). (IL:A:2)
  + CyberSmart: Ask Librarian <http://cybersmartcurriculum.org/researchinfo/lessons/2-3/ask_a_librarian/> (Task development, Information Seeking Strategies)

* Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs). (IL:A:4)

* Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, and video, multimedia). (IL:B:1)

* Locate sections of the library media center based on need or activity (e.g., story area, listening centers, and computer lab). (IL:B:2)

* Demonstrate proper care of books and other library media center materials. (IL:B:6)
  + Card activity: *Be a Book Buddy*
  + "NO, No, Never, Never" box
    1. Wrap a box and lid from a Xerox paper box with kraft paper or wrapping paper of your choice.
    2. On the sides and top, write or make a sign that reads "No-No-Never-Never Box"
    3. Inside, place items that represent things that can damage books such as liquids, food, writing utensils, pets etc. Some examples I have: crayon/pencil/marker, a pop can/juice box/water bottle, candy bar/ plastic food, a stuffed dog (pets), a baby doll (baby brothers and sisters), a shoe (reminding kids books should not be stepped on), scissors, stickers, etc.
    4. Each time you pull out an item, ask students why this is something that should not be around a book. After each item, hold it up and say something like, "Should your dog be able to get your library book?" The kids respond with "No, no! Never, never!"
    5. Finish by reviewing about how we DO take care of books - keeping them in a safe place (on a specific counter or shelf, on your desk), using a bookmark, using a book bag or plastic bag as protection, even in a backpack (How many books have you gotten back where a kid's thermos leaked or juice box wasn't empty from lunch? I've had plenty!), turning pages carefully by the corner. Just as with the box, I try to have examples there to show them.
  + Book: *What happened to Marion's book? /* by Brook Berg
    - Chant :No, no, never, never" each time Marion does something that damages her library book.

* Select books and other library media materials to borrow. (IL:B:3)

Resources:

Goldie Locks and the Three Li-*bear*-ians

Online video: BrainPOP, Jr: Choosing a book:

* <http://www.brainpopjr.com/reading/books/choosingabook/preview.weml>

Choosing a book is an important skill that children need to become good readers. Children who find a book that’s just right for them are able to engage with the text without becoming mired by difficult words or concepts. This allows them to be free to ask questions, make predictions and inferences, and make connections to their own experiences. Remind your child that finding a book that is just right can be difficult and they should not feel discouraged if they think a book is too hard. Not every book is appropriate for everyone.

* <http://www.brainpopjr.com/reading/books/choosingabook/grownups.weml#teachers>

Miller, Pat. "Going on a Book Hunt." *Library Sparks*, April 2008, p. 16-18.

Activities include:

* Home, Home on the Shelf (shelf markers)
* Choosing a Book
* The Five-Finger Method
* Check Out

Have your students create posters and pamphlets to pass out to students, teachers, and staff at the school. The handouts should explain the importance of reading and tips on how to find books. Students can design posters that teach how to use the Five Finger Test.

Pasted from <<http://www.brainpopjr.com/reading/books/choosingabook/grownups.weml>>

* Use correct procedure to checkout books and materials. (IL:B:4)

* Return books and materials on time. (IL:B:5)

* Listen to books read aloud, explore library materials and read for pleasure. (IL:D:1)

* **Read Caldecott Award books and under-stand that the book award is given for the best book illustrations**.(IL:D:5)
  + Top Performers: Pair Award-winning Books with Star-quality Activities Across the Curriculum, *Library Sparks*, November 2007

* **Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities).** (IL:D:3)
  + You Read to Me, I'll Read to You
  + A mountain of mittens / by Lynn Plourde (E Plo)

Grade 3

Ohio Library Guidelines

* Visit the library media center for academic or personal information needs. (IL:A:1)

Video: BrainPOP: <http://www.brainpopjr.com/reading/books/library/>

* Ask the library media specialist or library staff member for assistance, as needed. (IL:A:2)

* Use correct procedures to check library books and materials out and in. (IL:A:5)

* Return books and materials on time. (IL:A:6)

* Use proper care of books and library media center materials. (IL:A:7)

* Explore all areas of the library media center (e.g., biography section, reference section, multimedia production center). (IL:A:3)

* Understand that when students visit the public library, the public librarian will assist them with information needs. (IL:A:8)

* Participate in choral speaking, creative dramatics and other literary enrichment activities. (IL:C:3)

* Read for pleasure and information. (IL:C:5)

Have your students create posters and pamphlets to pass out to students, teachers, and staff at the school. The handouts should explain the importance of reading and tips on how to find books. Students can design posters that teach how to use the Five Finger Test.

Pasted from <<http://www.brainpopjr.com/reading/books/choosingabook/grownups.weml>>

* Listen to stories read by library media center staff. (IL:C:1)

* Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). (IL:C:6)
  + Top Performers: Pair Award-winning Books with Star-quality Activities Across the Curriculum, *Library Sparks*, November 2007

Grade 4

**Ohio Library Guidelines**

* Understand that the library media center is always open through the library Web site. (IL:A:1)

* Describe information needs to the library media specialist or library staff member and ask for assistance, as needed. (IL:A:2)

* Identify materials and equipment housed in various sections of the library media center and describe their purpose. (IL:A:3)

* Follow proper procedure for checking library books and materials out and in, and return materials on time. (IL:A:6)

* Demonstrate proper care of books and library media materials. (IL:A:7)

* Understand the differences between the school library media center and the public library. (IL:A:8)
  + CyberSmart: What’s at the Library? <http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Whats_At_The_Library.pdf> (Information Seeking Strategies)

* Locate easy and fiction books on the shelf using call numbers. (IL:B:1)

* Locate information books using call numbers. (IL:B:2)

* Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about. (IL:B:3)
  + Activity: Book Look 2

* Listen to stories, books and other informational items read by library media center staff. (IL:C:1)

* Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). (IL:C:2)

* Read for pleasure and information and identify characters, plot, setting and themes in reading material. (IL:C:3)

* Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, and Wilder).
  + Top Performers: Pair Award-winning Books with Star-quality Activities Across the Curriculum, *Library Sparks*, November 2007

Grade 5

Ohio Library Guidelines

* Access the library facility and online library when needed. (IL:A:1)

* Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need. (IL:A:2)

* Select library media center materials based on format and need (e.g., print, nonprint, audio, video). (IL:A:3)

* Use a variety of library material formats to answer questions and solve problems. (IL:A:4)

* Follow circulation procedures. (IL:A:5)

* Participate in library activities appropriately and demonstrate responsible use of library materials. (IL:A:6)

* Suggest ways to participate in library media center activities and reading celebrations. (IL:A:7)

* Access the public library online when needed. (IL:A:8)

* Locate and retrieve library materials by searching the OPAC. (TL:A:1)

* Place items on hold through the OPAC. (TL:A:4)

* Locate easy, fiction, biography and information books on the shelf using call numbers/letters. (IL:B:1)
  + Activity: Practice finding books using sample searches from the OPAC or from *Let's Do the Dewey!*

* Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material. (IL:C:1)

* Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). (IL:C:3)
  + Book Talks (TeachingBooks.net)
  + Top Performers: Pair Award-winning Books with Star-quality Activities Across the Curriculum, *Library Sparks*, November 2007

* Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction). (IL:C:2)
  + Book Talks (TeachingBooks.net)

Grade 6

Ohio Library Guidelines

* + Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need. (IL:A:1)

* + Recommend books and library materials to include in the school library media center. (IL:A:2)

* + Understand that public library items may be placed on hold, reserved or ordered to meet information needs. (IL:A:3)
    - Activity: Show students how to reserve a book from Hamilton County
    - Activity: Show students how to login to Destiny and place a hold.
    - Cybersmart: Online @ the Library (more relevant to public rather than school libraries, but a good "home connection" research project!) <http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Online_At_The_Library.pdf>

* + Select library media center materials based on information need. (IL:B:1)

* + Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time). (IL:B:3)

* + Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet). (IL:B:7)

**CyberSmart**

* + Cyber Citizenship
    - Explain how the Internet is a powerful tool for disseminating both positive and negative ideas
    - Explain that it is difficult to tell if a Web site represents the opinion of one person or thousands of people
    - Relate the privileges of cyber citizenship to the responsibility of adhering to an acceptable use policy
    - Cyber Citizenship

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| [Power & Responsibility](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/6-8/power_and_responsibility/) | [Power & Responsibility student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Power_And_Responsibility.pdf) |

* + - * Students consider the power of the Internet to disseminate positive and negative ideas of individuals, as well as large organizations. They relate the privileges and responsibilities of cyber citizenship to their school's Acceptable Use Policy (AUP).

* + Locate fiction books alphabetically by author and information books by Dewey Decimal number. (IL:B:4)
    - Activity: Practice finding books using sample searches from Dewey Decimal Flash Cards
    - Activity: Ripped from the Headlines! Share a collection of newspaper articles. Tell students that at a newspaper, there is a research department that is responsible for gathering background information for news articles. Imagine that you work in the research dept. of the local newspaper. Where in the library / online would you find information? (Make it a research project to introduce / review the Big6.)

* + Listen to book talks and other informational items read by library media center staff. (IL:C:1)

* + Read for pleasure and information. (IL:C:2)

* + Compare the actions of and consequences that events had on characters in reading material. (IL:C:3)

* + Participate in choral speaking, creative dramatics and other literary enrichment activities. (IL:C:4)

* + Select books from favorite genre and series. (IL:C:5)

Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder). (IL:C:6)

* + Top Performers: Pair Award-winning Books with Star-quality Activities Across the Curriculum, *Library Sparks*, November 2007

Make 2-minute videos of each section in the library: (idea from Debra)

1. Generate a list of what younger students need to know about the library.
2. Break into groups and choose a topic / rules / section
3. Write a script; practice; videotape
4. Import into Movie Maker and edit.

Use the videos with the younger kids to introduce the sections / library skills.